Blue Ridge Academy
955 Stanislaus Street, Maricopa, CA 93252
Ph (661) 525-1178 | Fax (661) 465-4544

Special Board Meeting
Blue Ridge Academy
January 30, 2020 – 5:30 pm
1740 Huntington Dr. #205
Duarte, CA 91010

Through Teleconference

Jessie Maron
1740 Huntington Dr. #205
Duarte, CA 91010

Nikki Sanchez
5060 California Avenue #420
Bakersfield, CA 93309

Nicole Zolfo
1740 Huntington Dr. #205
Duarte, CA 91010

Arlene Nelson
1444 S Dodsworth Ave
Glendora, CA 91740

May Hampton
1740 Huntington Dr. #205
Duarte, CA 91010

AGENDA

1. Call to Order
2. Approval of the Agenda
3. Public Comments
4. Discussion and Potential Action on the School Accountability Report Card (SARC)
5. Adjournment

Public comment rules: Members of the public may address the Board on agenda or non-agenda items. Please fill out a yellow card available at the entrance. Speakers may be called in the order that requests are received, or grouped by subject area. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.

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Note: Blue Ridge Academy Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at 818-207-3837 at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

Blue Ridge Academy

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Hollie Smith

Principal, Blue Ridge Academy

About Our School

Dear Families,

Welcome to Blue Ridge Academy! Education is our passion and we know it is yours too! We also acknowledge that families choose to homeschool for a variety of reasons. No matter your motivation, we desire to support, encourage, and equip you on your journey.

We would like to hear from you to ensure the website continues to be both relevant and valuable. Please send us an email or give u a call to share your thoughts, ideas, and questions with us!

Partnering with you,

Hollie Smith
Principal, Blue Ridge Academy
hollie@theblueridgeacademy.org

Contact

Blue Ridge Academy
955 Stanislaus St.
Maricopa, CA 93252-9779

Phone: 661-465-4544
Email: hollie@theblueridgeacademy.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Maricopa Unified
Phone Number	(661) 769-8231
Superintendent	Scott Meier
Email Address	smeier@musd.email
Website	www.maricopaschools.org

School Contact Information (School Year 2019—20)	
School Name	Blue Ridge Academy
Street	955 Stanislaus St.
City, State, Zip	Maricopa, Ca, 93252-9779
Phone Number	661-465-4544
Principal	Hollie Smith
Email Address	hollie@theblueridgeacademy.org
Website	www.inspireschools.org
County-District-School (CDS) Code	15636280134312

Last updated: 1/27/2020

School Description and Mission Statement (School Year 2019—20)

The Blue Ridge Academy is a tuition-free, public charter school serving transitional kindergarten through 12th grade students in San Bernardino, Los Angeles, Ventura, Kern and Tulare Counties. We take great pride in being able to offer our students flexible personalized learning experiences through our many unique and dynamic programs. We are here to serve, support, and inspire community within our school and all families on an educational journey with their children.

Mission

The Blue Ridge Academy provides a flexible personalized learning experience, empowering families to tailor a program designed around the specific needs of each student. In collaboration with highly qualified credentialed teachers, students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success.

Vision

The Blue Ridge Academy develops the individual gifts of students to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life success in the 21st century.

Schoolwide Learner Outcomes

At Blue Ridge Academy, we have goals for our students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our school culture: they reflect our school vision, the College and Career Readiness standards, and the education of the whole child.

The Blue Ridge Academy Students Are:

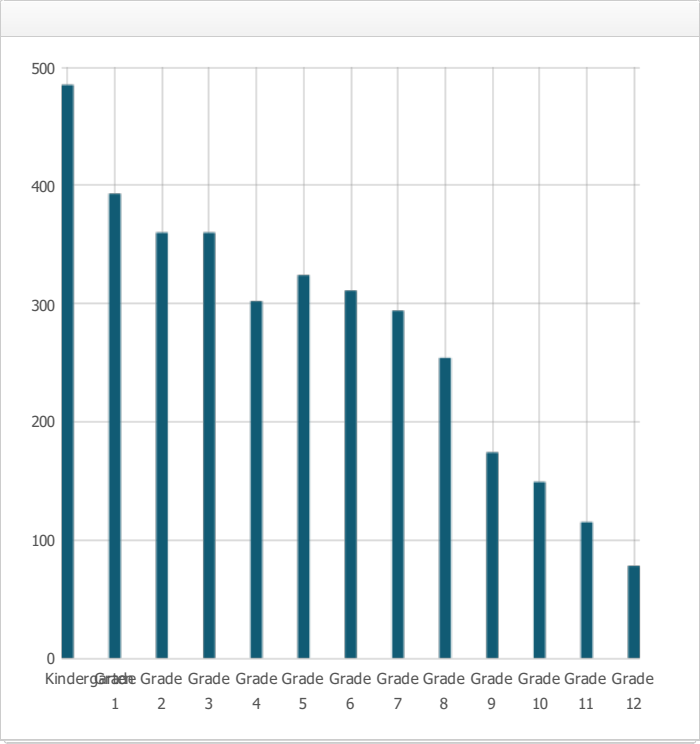
- Navigators of the Digital World - Navigators of the digital world who are proficient in the use of technology, media, and online resources.
- Self-Directed - Self-directed and motivated students who are able to set attainable goals to achieve academic success.
- Personalized Learners - Personalized learners who are able to thrive in the style of education that best fits their individual needs.
- Independent Critical Thinkers - Independent critical thinkers who have the ability to problem solve, take ownership, and apply their knowledge to a variety of problems.

- Responsible Citizens - Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.
- Effective Communicators - Effective communicators who can thoughtfully articulate their thinking with confidence while collaborating with peers.

Last updated: 1/27/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	485
Grade 1	393
Grade 2	360
Grade 3	360
Grade 4	302
Grade 5	324
Grade 6	311
Grade 7	294
Grade 8	254
Grade 9	174
Grade 10	149
Grade 11	115
Grade 12	78
Total Enrollment	3599



Last updated: 1/25/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	2.90 %
American Indian or Alaska Native	0.50 %
Asian	1.70 %
Filipino	0.40 %
Hispanic or Latino	32.30 %
Native Hawaiian or Pacific Islander	0.10 %
White	51.40 %
Two or More Races	7.90 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	39.80 %
English Learners	1.50 %
Students with Disabilities	13.20 %
Foster Youth	0.10 %
Homeless	2.10 %

A. Conditions of Learning

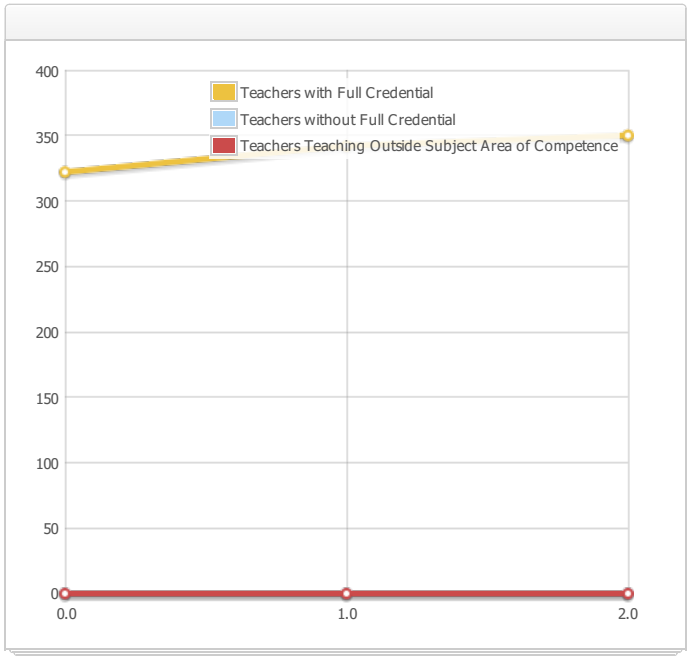
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

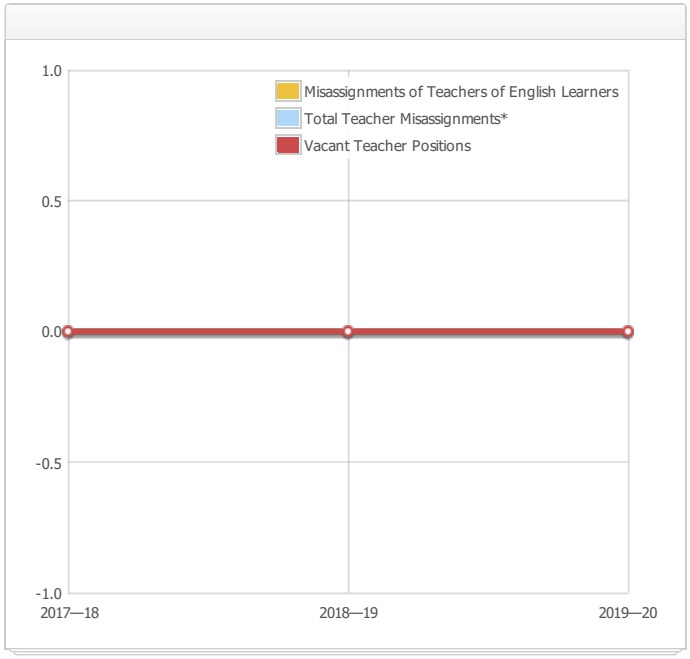
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	322	342	350	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/27/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/27/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Edgenuity StrongMinds Acellus Odysseyware Lincoln Empower K12 ALEKS	Yes	0.00 %
Mathematics	McGraw-Hill Edgenuity StrongMinds Acellus Odysseyware Lincoln Empower K12 ALEKS	Yes	0.00 %
Science	McGraw-Hill Edgenuity StrongMinds Acellus Odysseyware Lincoln Empower K12 ALEKS	Yes	0.00 %
History-Social Science	McGraw-Hill Edgenuity StrongMinds Acellus Odysseyware Lincoln Empower K12 ALEKS	Yes	0.00 %
Foreign Language	McGraw-Hill Edgenuity StrongMinds Acellus Odysseyware Lincoln Empower K12 ALEKS	Yes	0.00 %
Health	McGraw-Hill Edgenuity StrongMinds Acellus Odysseyware Lincoln Empower K12 ALEKS	Yes	0.00 %
Visual and Performing Arts	McGraw-Hill Edgenuity StrongMinds Acellus Odysseyware Lincoln Empower K12 ALEKS	Yes	0.0 %

Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/27/2020

School Facility Conditions and Planned Improvements

Blue Ridge Academy is a non-classroom-based charter school and takes great efforts to ensure that all administrative offices are clean, safe, and functional. To assist in this effort, the school uses the facility survey instrument developed by the State of California OPSC. The results shown for school facilities are in reference to the administrative office. Students are educated through independent study in accordance with the terms of an approved master agreement, the approved charter, and applicable laws.

Last updated: 1/27/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains		
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2019

Overall Rating	Good

Last updated: 1/27/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	36.0%	39.0%	35.0%	36.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	16.0%	16.0%	15.0%	15.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/27/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	2036	1801	88.46%	11.54%	38.89%
Male	1000	881	88.10%	11.90%	34.62%
Female	1036	920	88.80%	11.20%	42.98%
Black or African American	76	72	94.74%	5.26%	31.94%
American Indian or Alaska Native	12	12	100.00%	0.00%	16.67%
Asian	32	30	93.75%	6.25%	70.00%
Filipino	--	--	--	--	
Hispanic or Latino	658	582	88.45%	11.55%	32.01%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	1058	933	88.19%	11.81%	42.77%
Two or More Races	162	140	86.42%	13.58%	38.57%
Socioeconomically Disadvantaged	814	709	87.10%	12.90%	30.08%
English Learners	45	44	97.78%	2.22%	27.27%
Students with Disabilities	314	263	83.76%	16.24%	15.65%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	53	50	94.34%	5.66%	28.00%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/27/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	2036	1794	88.11%	11.89%	16.13%
Male	1000	879	87.90%	12.10%	17.29%
Female	1036	915	88.32%	11.68%	15.01%
Black or African American	76	72	94.74%	5.26%	5.56%
American Indian or Alaska Native	12	12	100.00%	0.00%	0.00%
Asian	32	30	93.75%	6.25%	46.67%
Filipino	--	--	--	--	
Hispanic or Latino	658	581	88.30%	11.70%	10.00%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	1058	928	87.71%	12.29%	19.31%
Two or More Races	162	139	85.80%	14.20%	18.71%
Socioeconomically Disadvantaged	814	704	86.49%	13.51%	10.10%
English Learners	45	44	97.78%	2.22%	11.36%
Students with Disabilities	314	262	83.44%	16.56%	4.58%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	53	50	94.34%	5.66%	8.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/27/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/27/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

Blue Ridge Academy continues to develop and implement Career Technical Education (CTE) pathways to help prepare students for rapidly shifting workplace requirements. In alignment with the statewide Doing What Matters Initiative (DWMI), we will strive to develop a CTE program that is responsive to the needs of regional economies. Thus, we actively collaborate with local college and industry representatives to implement CTE course pathways, internships, and/or industry certificates that will help prepare students for the regional labor market needs. Our CTE program is also intended to prepare students for college simultaneously. As such, we are actively aligning our CTE courses with the University of California A-G subject-area requirements. Further, our CTE program provide access to all students regardless of gender, socio-economic status, special needs, and/or English proficiency.

Last updated: 1/27/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	102
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	3.70%

Last updated: 1/27/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	10.31%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	1.30%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.10%	26.50%	24.70%
7	22.30%	22.30%	25.20%
9	22.10%	21.50%	18.60%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Blue Ridge Academy ensures parents, legal guardians, and teachers have an opportunity to participate in governance of the school. Some of the voting members of the board of directors are nominated by parents/guardians. The parent representatives provide insight of students and families as it is related to program planning, design, and implementation. Parents/guardians assist with field trips, community events, and other school related activities. Parent satisfaction surveys are provided electronically to all parents annually in the spring. The surveys are developed specifically to assess parent input on effectiveness of all aspects of the school from their perspective, related to their experience. The results of the survey are reviewed along with information on program effectiveness from variety of in-house assessments such as student and staff engagement surveys, summative and formative assessment data. Survey results are shared with families and community. In addition, the school has partnered with local community organizations and businesses to provide educational workshops, specialty program tracks, and outreach that enrich the students' educational experience.

State Priority: Pupil Engagement

Last updated: 1/27/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

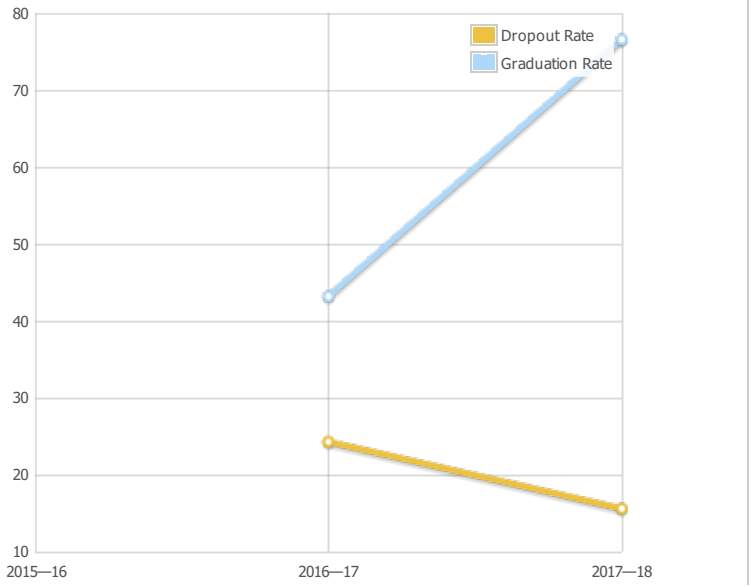
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	10.00%	9.70%
Graduation Rate	--	85.00%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	24.30%	15.60%	26.30%	28.90%	9.10%	9.60%
Graduation Rate	43.20%	76.60%	56.20%	68.10%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/27/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	0.00%	0.60%	0.20%	0.40%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/27/2020

School Safety Plan (School Year 2019—20)

Blue Ridge Academy has a Comprehensive Safety Plan which is reviewed, updated, and discussed every fall before school resumes. The safety plan includes emergency procedures and contact information, evacuation routes, incident command system procedures, and an injury and illness prevention plan.

Last updated: 1/27/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	1.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 1/27/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.30
Social Worker	
Nurse	0.30
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	1.50
Other	35.60

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/27/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8501.84	$538.16	$7963.68	$52699.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	$64732.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/27/2020

Types of Services Funded (Fiscal Year 2018—19)

The Blue Ridge Academy provides comprehensive services to support students' academic development. Eligible students receive special education services to support their individualized Education Plan (IEP), students are provided resources such as textbooks, technology and related educational materials. In addition, the school regularly measures student proficiency in English Language Arts and Mathematics regularly through a variety of metrics including online benchmark assessment twice per year. Students who receive a score indicating a grade level proficiency that is two or more levels below their current grade level on any one standard are provided support including a specialized curriculum, tutoring, and/or an academic coach. Individualized supports focus on a student's demonstrated area of need and are available in virtual tutoring or online intervention program. The school has partnered with local community organizations and businesses to provide educational workshops, specialty program tracks, and outreach that enrich the students' educational experience.

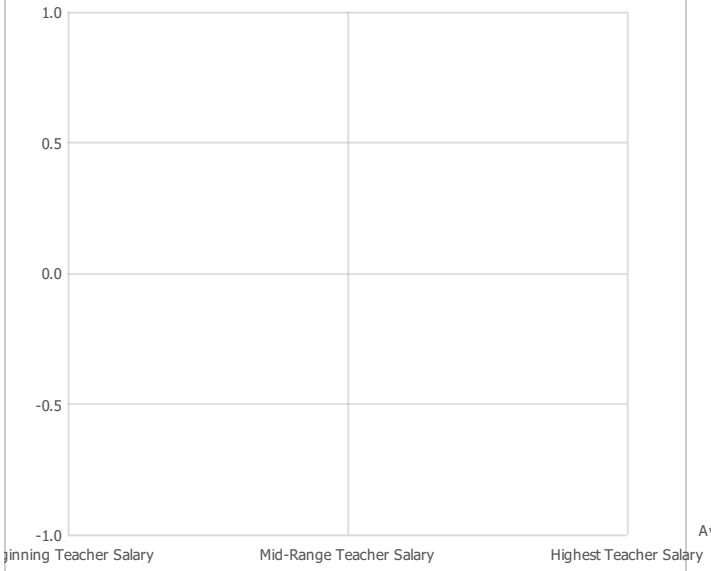
Last updated: 1/27/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

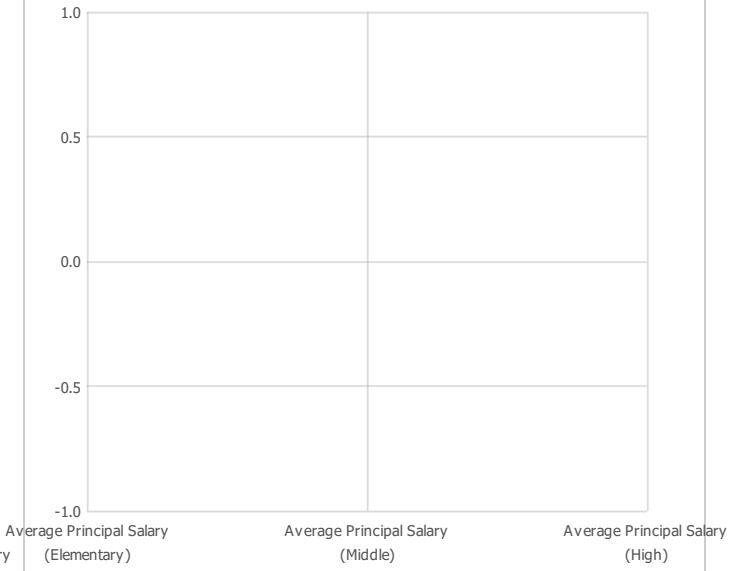
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	$43,574
Mid-Range Teacher Salary	--	$63,243
Highest Teacher Salary	--	$86,896
Average Principal Salary (Elementary)	--	$103,506
Average Principal Salary (Middle)	--	$108,961
Average Principal Salary (High)	--	$108,954
Superintendent Salary	--	$136,125
Percent of Budget for Teacher Salaries	21.00%	30.00%
Percent of Budget for Administrative Salaries	1.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/27/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	3	N/A
All Courses	5	0.10%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/27/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14

Last updated: 1/27/2020